

## Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

### Topic: *Teaching Literacy in English to K–5 English Learners (ELL)*

TOPIC SUMMARY		
Title/Media Type	Who	Description
<i>Teaching Literacy in English to K–5 English Learners</i> Multimedia Overview 6:05 min		<p>This overview describes 5 research-based, instructional practice recommendations for improving the reading achievement of English language learners.</p> <p>Students whose first language is not English may lag behind their English-speaking peers in reading achievement in the elementary grades. Research suggests that these students can benefit from receiving reading instruction in English at the same time their oral language proficiency in English is developing.</p>
<i>Teaching Literacy in English to K–5 English Learners</i> Visual Diagram		<p>A visual overview of five recommended practices based on the <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i> Practice Guide. The diagram can be used by presenters or professional developers to orient their audience to the central practices and recommendations in the Teaching Literacy in English to K–5 English Learners topic.</p>
<i>Current Practices in Teaching Literacy to K–5 English Learners</i> Expert Interview 5:17 min	Russell Gersten, Ph.D. Instructional Research Group and University of Oregon	<ul style="list-style-type: none"> <li>• Dr. Gersten provides an overview of the 5 instructional practices described in the Practice Guide and discusses how they can be used in schools. He explains why academic English is important, describes how academic English is different from oral conversation, and outlines the components of academic English.</li> <li>• Research has shown that English learners can learn how to read in English at about the same rate as native speakers.</li> <li>• English learners benefit from the use of a core reading program and supplemental materials.</li> <li>• Peer-assisted learning can help English learners in the areas of reading, language, and vocabulary.</li> <li>• He talks about implications for professional development and discusses the types of professional development teachers and administrators need to implement the practices.</li> </ul>

**Topic:** *Teaching Literacy in English to K–5 English Learners (ELL)*

**Practice:** *Conduct formative assessments to screen for reading problems and monitor progress.  
(Screen and Monitor Progress)*

### PRACTICE SUMMARY

Title/Media Type	Description
<i>Monitoring the Reading Progress of English Learners</i> Multimedia Overview 11:16 min	<ul style="list-style-type: none"> <li>English learners need to develop three key reading skills in kindergarten and first grade—phonemic awareness, letter knowledge and the alphabetic principle, and word reading and basic decoding.</li> <li>Measurements of student progress in the three key skill areas are valid for determining whether English learners need extra support in beginning reading.</li> <li>Oral reading fluency is particularly important towards the end of first grade, especially for English language learners, and teachers should monitor student progress.</li> <li>The focus and benchmarks for assessments change over the course of the year as students learn more challenging information.</li> <li>Formative assessment used in a targeted way in the context of a scientifically based core reading program can benefit all students.</li> <li>How often progress is monitored and the type of assessments used will depend on the students—one size does not fit all.</li> <li>Provide professional development to help school teams interpret the results of formative assessments.</li> </ul>

### LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Introduction to Formative Assessment in Reading</i> Expert Interview 5:11 min	Scott K. Baker, Ph.D. Pacific Institutes for Research	Dr. Baker talks about types of assessments and the skill areas that should be assessed regularly to identify students who need extra support in reading.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>An Assessment System That Works for Teachers</i></p> <p>Slideshow w/o audio (10 slides)</p>	<p>Jeanne Tubb Warfield Elementary School Indiantown, FL</p>	<ul style="list-style-type: none"> <li>• A reading coach describes strategies used to help teachers conduct assessments and organize progress monitoring data.</li> <li>• The use of assessment data is a key factor in students' reading success.</li> <li>• The reading coach creates class profiles using the assessment results.</li> <li>• Assessment schedules are used at each grade level, as well as weekly content calendars with progress monitoring assessment dates.</li> </ul>	<p><i>Assessment Schedule</i>—A timeline for 1st-grade assessments given over a full year. The assessments serve complementary purposes. Some are English language proficiency tests used to identify status and track progress year to year in learning English, and others are reading assessments used for progress monitoring.</p> <p><i>Reading Calendar</i>—A calendar showing month-by-month expectations for both reading skills teaching and progress monitoring in kindergarten.</p>
<p><i>How to Use Data Profiles</i></p> <p>Audio Interview 9:04 min</p>	<p>Jeanne Tubb Gail Tomer Warfield Elementary School Indiantown, FL</p>	<ul style="list-style-type: none"> <li>• A reading coach and writing coach talk about how they create and use data profiles and describe how a teacher would use them to prioritize skill teaching.</li> <li>• The reading coach describes the school's assessment system, including what assessments are used, how frequently they are administered, and how data are organized.</li> <li>• Phonemic awareness, phonics, and spelling are areas of instructional focus for this school.</li> <li>• The writing coach describes the progression of writing skills across grades K–3 and how data are used to drive writing instruction.</li> </ul>	<p><i>Classroom and Student Data Profiles</i>—A 1st-grade classroom assessment and student instructional profile for phonological awareness that shows how teachers use assessment information to group children and monitor progress.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Coach's Role in Using Data to Guide Instruction</i> Audio Interview 3:44 min	Jeanne Tubb Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>A reading coach explains how to use a spreadsheet to track students' acquisition of reading skills.</li> <li>Student profiles start in kindergarten and continue to be used to track student progress through the grade levels.</li> <li>The coach creates profiles to highlight for teachers how their classes are progressing through skills.</li> </ul>	No Sample Material
<i>Leading Data Meetings</i> Audio Interview 3:21 min	Reading Coach Bracker Elementary School Nogales, AZ	<ul style="list-style-type: none"> <li>A reading coach explains the process used to present data and describes how assessment results are used to determine reading groups.</li> <li>A reading team decides where to assign staff to assist the classroom teachers with intensive reading groups.</li> <li>Changes in reading groups are determined at the meetings after the assessment results are in.</li> </ul>	<i>Data Meeting Agendas</i> —Team meeting guidelines that outline the steps staff follow to discuss progress monitoring results, determine student groupings, and plan follow-up support.
<i>Principal's Role in Using Data to Guide Instruction</i> Audio Interview 2:38 min	Loreen Francescani Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>A principal describes the importance of aligned standards, curriculum, instruction, and assessment.</li> <li>Assessment information is evaluated by the classroom teachers, along with two coaches, one for math and writing, and one for reading.</li> </ul>	No Sample Material
<i>Kindergarten Writing Journal</i> Slideshow w/ audio (9 slides)	Lynette Walker Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>Nine monthly entries show the progress of a kindergarten student who entered school with no English proficiency.</li> <li>The student's writing develops from pictures accompanied by random letters, to pictures with words comprised of beginning, medial, and ending sounds.</li> </ul>	No Sample Material

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Title/Media Type	Who	Description	Sample Material
<i>Working With English Learners in Kindergarten</i> Audio Interview 4:17 min	Lynette Walker Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>A kindergarten teacher discusses how she used a journal to document student progress and created a profile of the literacy development of a young non-English-speaking student.</li> <li>The non-English-speaking student was at high risk for phonemic awareness and letter naming skills at the beginning of the year but was at grade level in reading by the end of the year.</li> </ul>	No Sample Material

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Screening and Monitoring Progress</i>	A school team professional development activity to discuss resources for screening and progress monitoring.
<i>Organizing Progress Monitoring Data</i>	Tool for reviewing how a school displays student progress monitoring data. Discussion questions are included to help schools consider if a similar type of data display might be useful in their settings.
<i>Conducting a Self-Assessment of Screening and Monitoring Progress</i>	A self-assessment checklist that can be used by a school team to examine the components of an existing progress monitoring system, determine where improvement is needed, and identify steps for improvement.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on screening for reading problems and monitoring progress.

**Topic:** *Teaching Literacy in English to K–5 English Learners (ELL)*

**Practice:** *Provide intensive, small group reading interventions for English learners at risk for reading problems. (Provide Reading Interventions)*

### PRACTICE SUMMARY

Title/Media Type	Description
<i>Providing Reading Interventions</i> Multimedia Overview 8:33 min	<ul style="list-style-type: none"> <li>• A reading intervention program is an intensive teaching approach that focuses on an area of difficulty in reading.</li> <li>• It offers specific solutions and extra support to students that complement the core reading program.</li> <li>• Research suggests that schools should provide reading interventions to English learners—whatever their level of English language proficiency.</li> <li>• Interventions typically last for at least 30–50 minutes a day and are conducted in small groups of no more than six students.</li> <li>• Formative assessments are used during the course of a reading intervention to track the progress of the group and make decisions about what should happen next for each student.</li> <li>• Schoolwide collaboration, professional development, and teacher collaboration can help support reading interventions.</li> </ul>

### LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Implementing Reading Interventions</i> Expert Interview 5:27 min	Sylvia Linan-Thompson, Ph.D. University of Texas at Austin	<ul style="list-style-type: none"> <li>• Dr. Linan-Thompson describes the components of effective interventions. She talks about the amount of time and duration of interventions, and how to form groups for reading interventions based on reading skills rather than English language proficiency level.</li> <li>• Interventionists need to be knowledgeable about reading instruction, and training should be included in a school’s professional development plan.</li> </ul>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Portfolio of Reading Interventions</i> Slideshow w/o audio (12 slides)	Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>• An overview of interventions used at an elementary school across grade levels to provide additional reading instruction to English learners.</li> <li>• The school combines small class size and a variety of materials, including computer-based practice, listening centers, a reading lab, and discussion guides.</li> <li>• Students' oral language development is supported by speakers of the students' native language and computer-assisted programs.</li> <li>• School tutoring and summer programs provide additional practice time for students' mastery of skills.</li> </ul>	No Sample Material
<i>How to Manage Reading Interventions</i> Audio Interview 3:14 min	Reading Coach Bracker Elementary School Nogales, AZ	<ul style="list-style-type: none"> <li>• A reading coach describes how the school organizes reading intervention services.</li> <li>• She discusses the roles of classroom teachers and interventionists in benchmarking, progress monitoring, and instructional delivery.</li> <li>• Intervention groups are dynamic and flexible in nature to respond to students' changing needs.</li> </ul>	No Sample Material

<b>DO WHAT WORKS</b>	
<b>Tool</b>	<b>Description</b>
<i>Learning Together About Providing Reading Interventions</i>	A school team professional development activity to discuss resources for providing reading interventions.
<i>Mapping Your Practice in a Three-Tiered System</i>	A mapping tool for analyzing current intervention practice and identifying gaps. Schools can use this graphic organizer to examine reading interventions within a “three-tiered system” that consists of core reading instruction, short-term skill-focused interventions, and intensive interventions.
<i>Conducting a Self-Assessment of Providing Reading Interventions</i>	A self-assessment checklist for gauging the extent to which a school is implementing the components of an effective intervention program. This tool will help schools identify specific areas needing improvement.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on providing reading interventions.



**Topic:** *Teaching Literacy in English to K–5 English Learners (ELL)*

**Practice:** *Provide extensive and varied vocabulary instruction throughout the day. (Teach Vocabulary)*

### PRACTICE SUMMARY

Title/Media Type	Description
<i>Teaching Vocabulary to English Learners</i> Multimedia Overview 12:59 min	<ul style="list-style-type: none"> <li>• Vocabulary plays a crucial role in learning to read.</li> <li>• English language learners need to learn both common, everyday words and academic words.</li> <li>• There are two kinds of academic vocabulary—general academic words and content-specific words.</li> <li>• Students need explicit, focused instruction that helps them learn words in a meaningful context and through repeated exposure and practice.</li> <li>• Schools should create a vocabulary framework that includes lists of essential words to be mastered at each grade level.</li> <li>• Schools can strengthen their programs by providing professional development in effective teaching strategies and supporting teacher collaboration in implementing the vocabulary framework.</li> </ul>

### LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Teaching Academic English</i> Expert Interview 4:15 min	Diane August, Ph.D. Center for Applied Linguistics	Dr. Diane August describes the characteristics of research-based vocabulary instruction and addresses issues in teaching vocabulary to English learners. She discusses strategies for teaching individual words, methods for teaching older children, and provides examples of the strategies.

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Title/Media Type	Who	Description	Sample Material
<i>Teaching Word Meaning in First Grade</i> Slideshow w/o audio (4 slides)	First-Grade Teacher Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>A 1st-grade teacher shows how she uses a series of strategies to teach the meaning of “chuckle” and “complain.”</li> <li>Her vocabulary strategies include: word introduction, a T-chart graphic organizer, student picture drawing, and practice in multiple contexts to teach word meaning.</li> </ul>	No Sample Material
<i>Vocabulary Teaching in Action</i> Slideshow w/o audio (12 slides)	Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>Demonstration of 8 strategies used by K–4 teachers to create a rich language environment for students.</li> <li>Vocabulary instruction is organized according to Isabel Beck’s three-tier model.</li> <li>Examples of strategies include: graphic organizers, vocabulary centers, working with word parts, word wheels, “juicy” words, and computer-assisted instruction.</li> </ul>	No Sample Material
<i>Teaching a Third-Grade Vocabulary Unit</i> Audio Interview 6:35 min	Susan Barbieri Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>A 3rd-grade teacher describes activities for teaching 7 new words over a week.</li> <li>Photo cards, physical motion, graphic organizers, and assessments are used to modify instruction for English learners.</li> </ul>	No Sample Material
	Cahuenga Elementary School Los Angeles, CA		<i>Core Reading Vocabulary List</i> —A reference brochure containing vocabulary words from the core reading program to help organize the teaching of academic content vocabulary. The highlighted vocabulary includes generic academic words and words that are specific to informational text in content areas.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
	Warfield Elementary School Indiantown, FL		<i>List of Science Content Words</i> —A kindergarten science calendar showing topics and content vocabulary words to be taught each week of the school year. This type of instructional calendar is developed for each grade level and each content area.
<i>Moving Vocabulary Research to Classroom Practice</i> Audio Interview 6:14 min	Loreen Francescani Warfield Elementary School Indiantown, FL	<ul style="list-style-type: none"> <li>A principal describes the use of study groups to develop teacher understanding of the research on vocabulary instruction.</li> <li>Isabel Beck's research is the focus for study groups.</li> <li>An overview of the processes used to identify vocabulary needs and establish study groups is provided.</li> </ul>	No Sample Material

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Teaching Vocabulary</i>	A school- or grade-level team professional development activity to review resources for teaching vocabulary.
<i>Vocabulary Strategy Worksheet: Academic Content Vocabulary</i>	Coaches and teachers can use this strategy worksheet to rate current classroom practice in teaching academic words and identify next steps for enhancing instruction.
<i>Vocabulary Strategy Worksheet: Conversational Vocabulary</i>	Coaches and teachers can use this strategy worksheet to rate current classroom practice in teaching conversational vocabulary and identify next steps for enhancing instruction.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on providing vocabulary instruction.

**Topic:** *Teaching Literacy in English to K–5 English Learners (ELL)*

**Practice:** *Develop academic English competence beginning in the primary grades. (Develop Academic English)*

### PRACTICE SUMMARY

Title/Media Type	Description
<i>Teaching Academic English to English Learners</i> Multimedia Overview 7:55 min	<ul style="list-style-type: none"> <li>• While students can learn conversational English informally, academic English must be taught explicitly.</li> <li>• Schools should develop a framework that is tied to standards.</li> <li>• Academic language should be taught throughout the day, in content area classes, English language development classes, and reading classes.</li> <li>• Experts suggest that a good starting point is to teach academic language in short lessons throughout the day.</li> <li>• Strategies for teaching subject-matter content to English learners include explicit instruction, sheltered instruction techniques, and appropriate grade-level texts.</li> <li>• Schools can support the teaching of academic English through professional development and ongoing teacher collaboration.</li> </ul>

### LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Classroom Applications of Academic English</i> Expert Interview 5:13 min	Robin Scarcella, Ph.D. University of California at Irvine	Dr. Scarcella defines academic English and explains how academic English is different from oral conversation. She describes the components of academic English, including phonology, grammar, sociolinguistics, and discourse. In addition, she describes effective teaching activities and addresses the district role in providing professional development in academic English tied to the curriculum and providing a way for teachers to monitor student progress.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Everyone's Role in Academic English</i> Video Interview 13:38 min	Lloyd Houske Rosemary Heim Rene Alvarez Megan Ward Dora Soto Cahuenga Elementary School Los Angeles, CA	<ul style="list-style-type: none"> <li>• A principal describes how student performance is tracked using data and highlights successful teacher practices.</li> <li>• The literacy and math coaches discuss how they guide teachers in addressing standards, conduct vertical planning, and facilitate the use of assessment data to improve instruction.</li> <li>• Teachers talk about using a variety of instructional strategies to model grammatically correct English and give students opportunities to practice.</li> </ul>	No Sample Material
<i>Teaching Academic English</i> Video Interview 6:15 min	Lloyd Houske Cahuenga Elementary School Los Angeles, CA	<ul style="list-style-type: none"> <li>• A principal describes an elementary school's shift from using instruction guided by textbooks to instruction guided by standards.</li> <li>• Staff work together as grade-level teams to understand the standards and make them meaningful.</li> <li>• Staff has learned to integrate the standards into daily instruction.</li> </ul>	<p><i>Cross-Grade Activity: Vertical Planning</i>—A professional development session designed to help teachers work collaboratively to align standards across grade levels and develop an understanding of what is required in the upper grades.</p> <p><i>Teacher-Created Poster Showing Vertical Alignment</i>—Posters created during a professional development session on vertical alignment and used as a planning resource for teachers in ongoing instruction.</p> <p><i>Team Activity: Developing Standards-Based Lessons</i>—A professional development activity that helps teaching teams build standards-based writing samples for a range of English learner development levels.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Teaching Academic English to English Learners</i></p> <p>Slideshow w/o audio (16 slides)</p>	<p>Cahuenga Elementary School Los Angeles, CA</p>	<ul style="list-style-type: none"> <li>• Academic English is taught throughout the day by regular education teachers and by specialists.</li> <li>• Modeling grammatically correct language and providing practice opportunities are critical for English learners.</li> <li>• Demonstrating key vocabulary, including transition words, helps students understand narrative and expository text.</li> <li>• Several types of graphic organizers help students understand text structure.</li> <li>• Active learning plays a role in helping students master challenging concepts in context.</li> </ul>	<p><i>Graphic Organizer: Story Map</i>—A slideshow of a first-grade story map showing two stages of a student's work on a multi-step story.</p>
<p><i>Academic English Strategies in the Upper Grades</i></p> <p>Audio Interview 2:53 min</p>	<p>Fourth/Fifth-Grade Teacher Cahuenga Elementary School Los Angeles, CA</p>	<ul style="list-style-type: none"> <li>• An upper-grades teacher discusses her use of instructional strategies to review language, practice grammar, and build vocabulary.</li> <li>• The daily language review presents two sentences each morning that students have to correct, increasing their sensitivity to grammatically correct speech and writing.</li> <li>• A daily math problem provides an opportunity to review previously taught mathematical concepts and language.</li> <li>• English language instruction is incorporated into arts enrichment activities to develop students' ability to use English for a wide range of purposes.</li> </ul>	<p>No Sample Material</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Instructional Strategies at Heritage Elementary School</i> Audio Interview 2:05 min	Fourth-Grade Teacher Heritage Elementary School Woodburn, OR	<ul style="list-style-type: none"> <li>A 4th-grade teacher describes specific strategies used to support academic English development in a unit on Lewis and Clark.</li> <li>Guided language acquisition strategies are used to build academic English, including chants, oral language practice, and graphic organizers.</li> </ul>	<i>Graphic Input Chart for the Lewis and Clark Unit</i> —A chart used to help students learn both content and academic language. This example is from a 4th-grade unit on Lewis and Clark and provides a map of key historical routes and photographs.
	Cahuenga Elementary School Los Angeles, CA		<i>Kindergarten Student Writing Sample: The Butterfly</i> —A story about a butterfly that was written and illustrated by a kindergarten student in both English and Spanish versions. It shows her mastery of both everyday and academic English vocabulary words.

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Developing Academic English</i>	A school team professional development activity to review resources for teaching academic English.
<i>Observing Gaps in Academic English</i>	An observation tool for teachers to gather information about students' needs for academic English instruction.
<i>Preparing to Develop Academic English</i>	Tool for understanding how 2 schools reviewed what academic English should be taught at different grade levels. It includes an activity with 5 steps to help schools plan a customized academic English program.
<i>Reviewing Test Items</i>	Tool with a step-by-step process for developing an academic English framework of mathematics terms for use by elementary school staff.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on developing academic English.



**Topic:** *Teaching Literacy in English to K–5 English Learners (ELL)*

**Practice:** *Schedule regular peer-assisted learning opportunities, including structured language practice. (Schedule Peer Learning)*

## PRACTICE SUMMARY

Title/Media Type	Description
<i>Connecting Peers, Including English Learners, to Improve Learning</i> Multimedia Overview 8:39 min	<ul style="list-style-type: none"> <li>• Definition of peer-assisted learning, description of benefits, and explanation of why it works.</li> <li>• Research suggests that both partner activities and cooperative groups may be effective.</li> <li>• Peer learning asks students to assume the responsibility of helping each other practice and improve their skills.</li> <li>• This practice can be used to support reading development across the grade levels.</li> <li>• Peer activities should be incorporated into instruction throughout the day so students can practice skills already taught.</li> </ul>

## LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Implementing Peer-Assisted Learning</i> Expert Interview 4:37 min	Margarita Calderon, Ph.D. Johns Hopkins University	Dr. Margarita Calderon defines types of peer-assisted learning, describes the benefits for English learners, and shares practical tips for instruction. She discusses skills learned through cooperative learning that go beyond content, such as social skills, self-regulation, how to evaluate own performance, understanding of U.S. classrooms, and how to be a better learner.

## SEE HOW IT WORKS

Title/Media Type	Who	Description	Sample Material
<i>Practical Peer Learning</i> Audio Interview 6:05 min	Elizabeth Heffernan Riverview Elementary School St. Paul, MN	<ul style="list-style-type: none"> <li>• A principal discusses ways to use peer learning and pairing strategies for connecting students.</li> <li>• She describes the reading strategy, “turn to your partners,” and the math strategy, “bottoms up–heads together” team work in problem solving.</li> <li>• She offers practical advice about incorporating peer-assisted instruction and shares protocols and routines for partner work.</li> </ul>	No Sample Material



SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
	Heritage Elementary School Woodburn, OR		<i>More Peer Learning Routines</i> —Written procedures that help establish a routine for keeping students on task during small group or partner work in reading and literature circle discussions.
	Cahuenga Elementary School Los Angeles, CA		<i>Peer Learning Routines</i> —Two examples of how peer partner work and pair-sharing are integrated into an oral reading practice activity and a 5th-grade mathematics activity.
	Heritage Elementary School Woodburn, OR		<i>Rules of Cooperation</i> —A poster showing rules generated by students for working with peers during partner work, group work, and team-building activities.

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Peer-Assisted Learning</i>	A grade-level team professional development activity to review resources for peer learning.
<i>Peer Learning Self-Assessment Inventory</i>	A checklist for helping teachers to review the extent to which they use research-based practices and identify ways to do more with peer-assisted learning.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on scheduling peer-assisted learning opportunities.